

**Emblem of the State of Kuwait**

**Ministry of Education**

**The National Report**  
**About the development of Education**  
**process in the State of Kuwait**  
**Series of 2004**

**In the Name of  
Allah The Most  
Beneficent, the  
Most Merciful**

**HIS HIGHNESS THE AMIR SHEIKH  
JABER AL AHMAD AL-JABER AL SABAH**

**AMIR OF THE STATE OF KUWAIT**

**HIS HIGHNESS SHEIKH SAAD AL-ABDULLA  
AL-SALEM AL-SABAH  
THE CROWN PRINCE**

# **THE CONTENTS**

# **PREFACE**

**Item 1.1-a:**

**The legal pattern of the Education in the State of Kuwait**

Within the pattern of the State of Kuwait interest in the provision of education in front of all citizens of different stages of age, the laws and legal forms regulating this matter. They assure the justice of offering the education opportunities for all the citizens within the pattern of equality and equivalence of chance.

The legal pattern of education in the state of Kuwait extends its statures from two main sources, i.e. the Kuwaiti Statute issued by 1962 and law No.4 of 1987 in regard of the public education.

**The Statute principles of Education in Kuwait:**

The Kuwait statute looked to the education from the point of view that it is a basic necessity and one of indispensable statures on which the society stands and in consideration that it is a basic right for each citizen.

The education is one of the necessities for implementing the growth and the realization of society advancement. Consequently it become the basic responsibility of the State. Article 13 of statute defined that "the education is a basic corner in the advancement of society guaranteed by the State and sponsor it". It comes also from the responsibility of the State to raise up the new generations who are the future makers. Article 10 of the constitution confirm that "the state sponsors the new generation and protection them from utilization and protects it from the moral, physical and spiritual negligence".

Education is one of the basic rights sets guaranteed by the Kuwaiti constitution for all citizens. The right of education is installed on two constitutional bases, i.e. the equality and the equivalence of the educational opportunities. They are included in the article 29 of the constitution and says: People are same in the human dignity, they are equal before the law in rights and general duties, no distinction between them due to the sex or origin or language or religion.

In this pattern, the article 40 of the constitution declared that "Education is a right for all Kuwaitis guaranteed by the State according to the law and in the boundaries of the public system and manners. The education is compulsory and free in its preliminary stages according to law". Moreover this article confirmed on the right of those old people who lost the chance of education and right of the young people in the physical, manner and intellectual development. The article confirmed that "the law adopted the required plan to vanish the illiterate and the state should care in particular on the growth of young people physically, mannerly and intellectually"

### **Law of Education**

The law No.4 of 1987 was published embodying the constitutional principles and putting them under application in the field of education. The law said in its second article "The education is a right for all Kuwaitis guaranteed by the state, a protection of the new generation from utilization and a protection against any moral, physical and spiritual negligence and encouragement of the scientific research and support for the advancement of Society".

The education aims, as reported in the third article, to adapt the suitable chances to help the students in the integrated comprehensive growth, spiritually and physically to the permitted extent of their readiness and abilities based on the principles of Islam, Arabic heritage and the contemporary culture, the nature of the Kuwaiti society, its habits and traditions and to work on the implementation of the citizenship soul, alliance to nation and Amir.

Consequently, the general target of the education in general is the provision of the human and tangible possibilities all from the educational and assisting authorities, buildings, supplies and systems leading all to help the individuals for the correct growth. The objective does not confine itself on receiving the quantity of information and knowledge only. It is more comprehensive and deeper, it leads to the education of the student on how to learn and receive the knowledge until a sense is implemented with him upon facing the life so as to be able for self education, continuing his search and exploration for the provision of comprehensibility and integrity in his spiritual thoughtful and physical growth.

Regarding the outcome targets from the general objectives in regard of the kindergartens and the educational stage, their regulation is left - as reported in the second paragraph of article three of law - to the regulations until it gains the sufficient flexibility in face the social changes and the international innovations in the field of education.

In application of the constitution principles, the law confirmed also in its article four on the free of cost education in the public schools for all Kuwaitis. The same article availed for the possibility of imposing scholastic fees on the non-Kuwaitis and the collection of cash payment for the services introduced by the schools to their schools in general and which are in general out of the education process pattern.

Such thing should be applied only upon a decision from the minister after requesting the opinion of the higher commission of education and the approval of the cabinet of ministers.

In response to the claims for coordination between the ministries, public authorities concerned about the education cases and to confirm the principle of popular participation in the preparation of educational policies and approving the plans, the law allocated the article five for the rules regarding the formation of the higher commission of education while the article six defined the competence of the commission as follows:

- 1- Proposing the educational policies.
- 2- Approval the education plans and the programmes of implementing of the educational policies and follow up their adoption.
- 3- Modification of the study subject throughout all the educational stages.
- 4- Propose the modification of rules of this law and others of the education laws, the regulation issued in execution of them.

5- Advisory duties to the minister in other educational subject that he transfers to the commission. In regard of the acceptance system, article nine define the age six to be the compulsory age for the registering in the elementary stage of education which is the compulsory stage of education in Kuwait. Article eleven of law said that the ministry of education should avail educational services according to its abilities for kids until they reach the age of registering in the elementary stage. Also it should prepare them to indulge in this stage while they have the experiences to helping them to develop their senses, rations and kinetic skills in addition to entertain the playing and learning also.

**Article twelve also dictated that the educational stages are:**

- Elementary stage
- Intermediate stage
- Secondary stage

Article thirteen clarified that the duration of each stage is four years. The article permitted for the minister - upon the approval of the higher commission of education to combine or reduce or re-distribute these years. In compliance with the changes appeared in the Kuwaiti society and in response to several studies, researches and the recommendations of the national conference for the updating the educational process in Kuwait already held in April 2002. The ministerial decision No.76 of 2003 was issued in regard of the modification of the educational ladder. It dictated in its second article on " the approval of the new educational ladder as five years for the elementary stage, four years for the intermediate stage and three years for the secondary stage as of the

beginning of the scholastic year 2004/2005. This decision is considered the recent modification introduced on the general law of education and consequently on the educational ladder since the establishing of the modern educational system in the State of Kuwait and until now.

### **References:**

- National assembly - the general secretary of State of Kuwait Constitution - Kuwait - national assembly.
- Ministry of education, decree by law No.4 of 1987 in regard of the general education, Kuwait, Ministry of Education.
- Ministry of Education - office of the Minister, ministerial decision 76/2003 in regard of the modification of the educational ladder, Kuwait 3/3/2003.

**Item 1.1(B):**

**First: Educational System in the State of Kuwait**  
**(A vision about the educational system by the Beginning of**  
**the 21<sup>st</sup> Century)**

**The General Skeleton of Education in the State of Kuwait:**

The classification of education and defining its guide posts is a very important matter to acquaint with its types and chase the changes movement as well as the basic phenomenon which rules and affects in it. For this purpose the general skeleton of education in Kuwait was outlined as follows:

**A- The systematic Education:**

**1- The Systematic education under supervision of the Ministry of Education:**

It is meant here the pre university education. It is possible that the student is granted the certificate of completing this stage authorized by the Government of the State of Kuwait. This education extends from the preliminary stage upto the elementary stage which are : the kindergarten (it is not included in the educational ladder), then the elementary stage and intermediate stage. Both of them are compulsory according to the compulsory education law issued by 1965. Then comes the secondary stage by which at its end, this type of education comes to an end.

**This type of education comprises:**

- **The general Governmental Education which comprises:**
  - Kindergartens      two non compulsory years
  - The elementary stage      -      four compulsory years

- The intermediate stage - four compulsory years
  - The secondary stage - four un-compulsory years
- **The Qualitative Governmental Education, comprises:**
    - The religious education, concerned about the legal (shareea) sciences, Arabic language beside the relative subjects of the general education.
    - The special education schools (special needs students).
  - **The education of old people and the vanishing of illiterate:**
  - **The private Education:**

(Private, it is similar to the public general education. It is supervised by the private sector and comprises the kindergartens (it might be preceded by a preliminary stage), the elementary stage, the intermediate stage, the secondary stage. It includes also such qualitative education.

## **2- The systematic education subject to the supervision of the Higher Education Ministry:**

### **This type of education is divided into two sections:**

In this type of education, the student who completed the secondary stage successfully can entertain enrolment to it. It comprises a set of specialized colleges whether related to the Kuwait University such as College of Science, College of Engineering, College of Medicine, College of allied medicine... etc. moreover that is a higher studies college in which the student who completed his academic studies successfully or excellently can enter or those related to the private universities (Gulf University, Arab open university).

- **The education under the supervision of the Public Authority of Applied Education and Training:**

**\*\* The vocational education:**

The student who completed his intermediate study successfully is permitted to be enrolled in one of the specialized institute of training such as the communications institutes, the secretariat institutes, etc. including these institutes there is what is called the parallel education.

**\*\* The higher education in the institutes of applied education and training:**

The students who completed the general secondary education, both scientific and arts streams, are permitted to enroll a group of colleges and institutions such as the Basic education college, The Technological studies college, The commercial Studies college, the communication and navigation institute, the nursing institute, ... etc.

**The student who completes the period of study will be granted one of the following certificates:**

- If he completes four years study in the college or institute, the student will be granted the Bachelor degree in one of the specialization subjects.
- If he completes two years of study in the institute he will be granted the Diploma certificate in one of the specialization subjects and according to the type of study in these institutes.

## **B- The informal education:**

This type of education is supervised by one of the public interests and ministries in addition to some establishments of the private sector. The certificates of this type of education do not qualify their holder to work in the government as they are training certificates more than they are scientific certificates.

Out of the authorities which supervise this type of education (University of Kuwait, Society service centre), (the Public Authority of applied education and training - society service centre), ministry of Awkaf and Islamic affairs. This ministry supervises the religion education in the Holy Quran houses. Also we have the Ministry of Commerce which supervises the national institutes of commercial type. There are also the training courses offered by the Public Authority of applied education and training for preparation of technician and assistant technician.

## **The Educational Ladder in Kuwait:**

Within the endeavours of the State of Kuwait to develop and reform its educational system and in the light of the changed witnessed in the Kuwaiti society. These changes create new needs and different requirements. Accordingly, the ministerial decree No. 76/2004 dated 3/3/2004 decreed in the modification of the educational ladder from 4-4-4 to 5 years for the elementary stage, 4 years for the intermediate stage and three years for the secondary stage beside the approval of applying the new educational ladder as of the next scholastic year 2004L2005

The Ministerial decree came complying with the plans of the Ministry of Education looking to develop the educational system with all its constituents and ingredients including the educational ladder which is the method of regulating the educational process.

**The ministry of Education put much care to adopt special mechanisms for applying the new educational ladder concerned the following pivots:**

- The provision of the educational installations in all educational areas. These installations comprise the classrooms, the laboratories of different types, the teachers rooms, lavatories (and other utilities). It began to execution these things in the majority of the schools without affecting the education process system during the current scholastic year.
- Provision of the special curriculums of both the fifth and 9<sup>th</sup> grades and which were agreed upon after long and deferred studies. The implementation began so as all the required curriculums should be available in the hands of the students upon the beginning of the new scholastic year without any delay.
- Provision of the teacher by adopting a local transfer movement in the different educational stage or recruiting from abroad.
- The tables and scholastic plans.
- The provision of the media coverage to clarify the relative achievements with the mechanism of applying the new educational ladder and make the people of concern aware as well as the parents with their role in front of their kids the students in each of the educational stages especially the elementary and intermediate stages.

**Third: Trends of the Ministry of Education in the growth of scholastic education and development:**

The main documents for the preparation of education plans in the process of education in the State of Kuwait included the objective of education which are concentrating on:

- The building of the ambitious Kuwaiti human being looking to acquire better future for himself, his society and his homeland, the development of the effective trends in the realization of effective education for better life and the embracing the scientific methods, applying them in the different fields needed by the society.
- The realization of qualitative shift in the scholastic curriculums of the different stages and educational system while insisting on the adoption of the principles and values extended from the rules of the Islamic Shareea rules and the instruction of the Islamic religion and its manner, to deepen the soul of nationalism and to preserve the homeland in its existence and borders, the constituents, traditions and curiosities and in the pattern of the recent contemporary scientific methods.
- To assure the occupational role of the school and ascending with the assisting activities in the service of the objectives and educational curiosities and the implementation of the educational policies.
- Ascending from the level of education outputs and enrich it with the required skills to comply with the radical growing changes in the higher education stages, the needs of the labour market, to pay attention beginning with the kindergartens throughout all the other stages and tracks of education.

- Improve the local sufficiency of education and improve the average of registering the Kuwaiti students in the kindergarten and other education stages to reduce from the educational waste.
- Support and develop the different education tracks, private and public and concern about the system of credit, the other religious institutions and the old teaching centres with what is complying with the students abilities and intentions and the needs of the society.
- Pay attention for the special needs people, qualify them according to their trends, abilities and readiness, realization their integration in the body of the productive society, enrich them with self confidence and the ability to enter the occupational work fields.
- To put an end for illiteracy and deviate the causes, follow the teaching of illiterate people around the State of Kuwait, prepare them to participate with other individuals of society in the development of the homeland.
- Pay attention for the young talents, encourage the innovators and intellects, mental training, develop their abilities and follow up their supremacy.
- To look after the slow learning student, elevate their educational level, remove the cause of their stumbling in school.
- To look after the autism students, kindle the soul of cooperation with others at them, develop their longing to participate in such innovative cooperative activities.
- Reinforce the social standard of the teacher, elevate his scientific occupation, literal and tangible levels so as to realize satisfaction of job, preserve his dignity and accounts the teaching occupation in such a distinguished and prominent social place.

- Develop the educational administration, reinforce its administrative independence, help it in solving its problems that stand a hindrance in front of it way.
- Development the human resources in the educational sector, raise their proficiency, adopt the scientific, administrative and development technical methods.
- Realize the optimistic utilization of the school building and its utilize, preserve it so as its proposed lifetime is extended.
- Economize the expenditure on the education and utilize from all resources and available possibilities in both public and private sectors so as not to violate the efficiency of the educational process.

## **Item C - 1.2**

### **In the field of paying attention to special needs students:**

- Opening a school for autism behaviour within the special education schools.
- Opening a centre for teaching the old people, vanish the illiteracy in the Al-Rajaa (Hope) school to receive all students of the special needs who are handicapped kinetically and visually.
- Building and describing the curriculums in the different handicapped schools, complete the editing of several books for the intellectual education schools.
- Prepare an atlas for blinds.
- Develop the centre of autism by cooperation with the general secretary of Awkaf so as to stand as a distinguished centre on the level of the middle east.
- Develop the curriculums of the elementary and intermediate stages for the classrooms allocated for slow learning students.
- Held discussion sessions to develop the educational process of the special education schools.
- Organize a conference with the emblem: The integration, review of the achievements and planning for future.
- Organize night course to education the signs language for the deaf from the age three years aiming to qualify them to inter the school.
- Study the integration of weak hearing people with their healthy peers in the public education schools.
- Held qualification courses for the teachers (ladies) and technical supervisors, also for the new teachers who are attending the slow learning programme.
- Held training courses for the parents.

- Held training courses about the ways of addressing, treating the defects of articulation for the teachers (both sexes) of elocution.
- *The governmental programme of the Ministry of Education - the 10<sup>th</sup> legal chapter.*
- *Reports of the achievements of the Ministry of Education within the pattern of the governmental programme during the year 2002*
- *The government programme project of the Ministry of Education in the 10<sup>th</sup> legal chapter (2003/2004 - 2006/2007)*

### **In the field of administrative development and organization:**

- Reorganize some department, change the names of some unit, introduce new sectors, departments, controls and new section to answer the requirements of the educational management.
- Implementation of the project of simplifying the procedures, develop the method of work in the field of follow-up card fields, samples of questions and student affairs, forms of termination of service, contracting procedures with the different companies.
- Prepare the employment cards for the jobs in the different sectors of the ministry.
- Held training courses in the administrative fields to increase from the efficiency of the personnel in the ministry.
- Reorganize the higher board of education, publish the Amiri decree No.17 of 2002 for the formation.
- Formation of the council board for the Minister of education for the submission of advise in the studies and reports filed for the office of the Minister.
- Installation of the citizen service office.
- Implementation of an electronic system for the prompt recruitment of Kuwaiti teachers in cooperation with the civil service commission.
- Introduction of the record system of student in all general education stages and the expansion in using the teacher record system.
- Develop the principles and relative procedures of efficiency evaluation system.
- Installing training courses through external authorities.
- Installing training courses prepared and implemented by the ministry.

### **Enhancement of the kindergartens:**

- Prepare the project for the entry of language laboratories in both the kindergarten and elementary stages.
- Application of educational programmes in both 1<sup>st</sup> and second levels in coordination with the regional centre of educational programmes.
- Held training course for the technical supervision of kindergartens.
- Adding the environment corner for kids and supply it with all requirements.
- Expansion in the computerization of education project in the kindergarten stage.
- Circulate the development method in the kindergarten and introduction of the computer subject in this stage under the name computer experience.
- Installation of kindergarten development centre.
- Installation of the higher council of children care.

### **Documentation and presentation of the Education History:**

The project of documentation the education history in Kuwait had been completed. The preparation is going on to inaugurate the first education history museum.

### **Development of the credits System:**

After the approval of the new educational ladder and the unified education system, work is going on to complete the remaining numbers in the system after stopping any acceptance of new students to the schools of this system.

### **Sponsoring the Scientific Distinction:**

- Localization of Stanford Bnei measurement - Kuwait - the fourth edition with such standards and new formula depending on the Kuwaiti environment.
- Honor celebrations in the occasion of science day in the different schools.
- Honor celebrations for the superior students in the secondary stage, the credits and the religion education.
- Opening the centre of the enrichment activities.
- Expansion in the application of school connected with the UNISCO.
- Held a festival attracting all the innovators, intellects from the Kuwaiti people, so as to excite their fervent to continue producing innovating works.
- Contract specialized teachers to teach the superior students.
- Organize the holding of a scientific and cultural programme of innovation and excellence with the participation of the Arabic Educational office of the GCC countries.

### **In the field of scholastic curriculum development:**

- Preparation of the general pattern of the unified system of the secondary stage.
- Preparation of an integrated system in the English language complying with the Kuwaiti environment and culture with the help of the international Longman Co. and to begin applying on the first elementary grade in 2002L2003.
- The preparation of a project of editing and production of the mathematics and science books with the help of a specialized

international company and in coordination with some countries of GCC.

- Develop the scholastic subjects in the fields of special education, technical education, French language, Arabic language, computer, ...etc).
- Preparation of a project for reviewing the scholastic curriculums through a new work mechanism and the furnishing such encouragement curriculums of scientific thinking.
- Introduce the subjects of study: the constitution, human rights, democracy and traffic awareness.

**Preparation of the Teacher and training him:**

- Installation of training courses to develop the skills of the teachers (males/females) in the methods of teaching the different fields of study.
- Installation of specialized courses for the teachers of kindergartens about the ways of teaching, training on using the educational programmes for the educational experiences of the computerizing project of kindergartens.
- Installation of qualifying course for the elementary teacher in preparing them to work in the intermediate stage.
- Sending (50) teachers of English language to the United State to attend training courses about the way of teaching the English language using the computer.
- Installation of qualifying courses of supervising educational jobs (senior teacher, supervisor of subject, technical instructor, principal and assistant principal).

- Approval of the principle of the subject teacher of the elementary stage in response to such educational situation and in help of the teacher in this stage to improve the performance and innovation in the field of specialization.
- Planning to install training centre of higher standard in each educational area in realization of the decentralization principle.
- Approval of the international license certificate of computer leadership (ICDL) as a qualification of computer for the teaching staff.
- Holding qualifying courses for expatriate teachers before the commencement of the scholastic year.

**Enlarging the Educational Practical Efficiency:**

- Holding a national conference to develop the education in the State of Kuwait (April 2003).
- Approving the change of the educational ladder to be 3-4-5 instead of 4-4-4.
- Adopting the education strategy in the state of Kuwait for the years 2005 - 2025 and approving by the cabinet of ministers.
- The cooperation with the international bank in the preparation of educational indexes and acquisition project (2002/2003). It will be published by August 2004.
- The foundation of a fund to finance the special programmes projects in the ministry of Education with a capital ranging from 5 - 10 million dollars.
- Participation the UNISCO in the preparation of education for all plan and the implementation of the recommendations of Dakkar conference of 2001.

- Reduction of the density of students in the classrooms to 25 students for each classroom effective the year 2002/2003.
- Minimize from the assignments of the technical instructor to evacuate himself for the occupational development of the teacher.
- Unify the examinations of the semester end in all the credits system and two semesters system on the level of the one educational area.
- Adopt the routine procedures for the computerizing the education in the general education schools and the free introduction of internet within a plan of using the computer in the development of education.
- Cooperation with the international bank in projects aiming to economize the educational expenditure and transfer the budget of the ministry to programmes budget.
- Adopting a strategy of reforming the tracks of the religious teaching.
- Cooperation with the society of Arabic childish advancement in the study of the educational indexes and the building of the abilities in both stages the intermediate and the second.

## **Achievement in the Field of Education Buildings**

### **Design of the school building:**

- It is agreed on the application of a new symbolic design for the elementary stage schools which are under construction in the area of low population density.
- A project is announced to design new schools on the local consulting offices in cooperation with international offices for the design of new schools considering the design of the school building complies with the modern development in the field of symbolic utilization of the allocated area and all technical and education specifications.

### **Traditional and non traditional construction projects:**

- The total number of schools expected to be installed for all the educational stages according to the plan of the Public Authority of Housing welfare upto the scholastic year 2004/2005 is 110 schools.
- Receiving and reopening four Nos. schools in 2000/2001, ten schools in 2001/2002, 17 schools in 2002/2003.
- Project of demolishing and rebuilding 100 schools.
- Building 455 new classrooms in the schools different educational stages. The completion of the construction of the remaining required elementary classrooms in elementary schools is underway to meet the application of the new educational ladder.
- Provision of the educational utilities such as the teaching staff rooms, laboratories, halls, bathrooms and the libraries required to be added. Also the required works for the special education schools management, department of imports and stores, the offices of the ministry, the residences, the scientific museum, the swimming pools, the public libraries and the department of private education.

**The maintenance and extending the propose lifetime of the schools buildings:**

Upon adopted the most symbolic use of the assigned financial allocations for the maintenance works, the programmed execution of all civil, electrical and air conditions works were done equally in all schools. Also the building of the general secretary of the national committee, the buildings of the special education department, imports and stores department, the main building of the ministry, the residence, the scientific museum, swimming pools, public libraries, department of private education.

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**Item 1.1 (D)**

**Dr. Hassan Safar**

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**Item 1.2**

**Dalal Al-Hassan**

## **2<sup>nd</sup>. The realized achievements towards the Educational Reform:**

### **2- The optional achievements (what is realized in all educational fields)**

#### **a- Ministry of Education**

- The scholastic curriculums
- The summer and non summer activities
- The administrative development and regulation
- The information and provision of data
- The social and psychological services
- The educational techniques
- The education researches
- The measurement and evaluation
- The qualitative Teaching
- The special teaching
- The financial and administrative aspects

#### **b- University of Kuwait**

#### **c- The Public Authority of applied education**

#### **d- Ministry of Higher Education**

### **2- The quantitative achievements:**

#### **a- Ministry of Education**

#### **b- University of Kuwait**

#### **c- The public Authority of applied education**

#### **d- Ministry of Higher education**

**Third: The realized achievement in the development of the Basic Education and the Implementation of Education for all plan in the following fields:**

- Equality between the two sexes.
- Realization of social harmony.
- Facing the life confrontations.
- Ascending with the teaching profession.
- Concern about the secondary education and developing.
- Affectation the role of teaching board in the development of the teaching process.
- Adopt the principle of continued development.

**The Recommendations of Dakar conference in 2000:**

- Expansion and improvement both the care and education comprehensively during the early childhood stage especially in favour of the most affected and deprivation children.
- Working so that by the year 2015 all the children can get good, free and compulsory elementary education. They complete their education. There will be particular concentration on the girls and children who are living under difficult conditions and the children of the ethnic minorities.
- Guarantee meeting the needs of education for all kids and matured people through the equivalent utilization of the suitable programmes of education and acquisition the required skills in life.
- Realize an improvement of 50% in the levels of abolition of illiteracy of old people by the year 2015 especially in the part of women and the realization equivalent chance of basic education and the continued education for all old people.

- Remove the differentiation aspects between the two sexes in the fields of elementary and secondary education by the year 2005, realization equality between the two sexes in the field of education by the year 2015 while concentrating on the assurance of complete and equivalent opportunities for the girls to utilize and acquire a good basic education.
- Improve all the aspects of quality in education and assure the excellence for all so as all the studying people realize clear and tangible results in education especially in reading, writing, mathematics and the basic skills of life.

## Some Quality Indexes

### In the General Education in the State of Kuwait

#### **Introduction:**

The Ministry of Education in the state of Kuwait endeavour its utmost efforts to raise from the level of teaching quality and to realize the suitable opportunities to help the students in the comprehensive and integrated growth of soul, manners, intellect, social and physical to the utmost degree that their preparedness and abilities can allow.

The ministry endeavours to develop the education so as to realize this comprehensive target, the endeavours are joined here, each in the particular specialization to develop and raise from the quality of education level to obtain direct educational revenues of good performance specifications and indirect educational revenue concerned about the remaining ingredients of education.

#### **1- The School Management:**

The development of the ability and efficiency of the school management depends on the availing the suitable climate of teaching and learning, the call up the energies, ability and symbolic utilization of them, the negotiations between the personnel of the school and the concerned people in the cases of education and the problems, coordinate all the efforts in this concern so as to raise from the educational work efficiency and increases from its affectivity in the realization of the educational targets.

Out of the care of the ministry of Education to develop the educational process, the ministry found to begin an integral project to develop the school management and formed a main committee for this purpose. This committee concentrated on a number of points about the major problems of the school management in site and projecting the proposal for development in the form of a complementary project to develop the management. The experimenting of the develop school management system began by 1994/1995, then expansion in application by 1995/1996.

The role of the school management was concentrating on facilitating the school matters according to stabled basics by preserving the school system and applying the scholastic schedule inside the classrooms, defining the absence of the teacher, students and administrative people, abide exactly with the instructions and orders published to them from the higher management level irrespective of the advantage for the scholastic work.

In the current time, the targets of the school management had been changed, they are represented in the provision of all circumstances and possibilities helping in the realization of the educational and social objectives.

Its role is no more confined on the caring about the administrative affairs such as planning, organizing, control, follow up and decision making. Its role began combining all those technical aspects. It began to care about all concerns of students, teaching staff, the curriculums, technical supervision, finance, the exchanged relation between the schools and the social society. In addition to this, the pivot of work began to move around the student and educating him in an integrated sides

education. Moreover it began to move around the surrounding environment of the school. Accordingly the school management appeared to be a mean to reach an end aiming to realize occupationally the educational and social process.

The next regulator skeleton of the development school management reflects clearly the minuteness in selecting the job titles, the graduation in the employment ladder, the definition of the specialization which helps in realization the targets with all efficiency and superior ability.

## **2- The Tangible Abilities:**

The tangible abilities differ in the schools ranging from buildings to libraries to workshop to finance. Hereunder some of the quality indexes and the consequent development :

- Flexibility of majority of the school buildings, their abilities to perform the assigned duty, the efficiency to embrace the increasing number of students, the geographical location of the teaching unit and its relation with the surrounding environment.
- Provision of books, magazines, scientific periodicals and the remaining reference materials for complimentary reading connected with the teaching and research programmes of the teaching staff and the students of the school library.
- Expansion in the introduction of computer in the different educational stages to encourage using the computer as a part of the specialized educational experience.
- Provide the laboratories and specialized plants for learners while supporting them with the devices, tools, equipment, measurement devices of quality and type assuring the effective and successful performance in the plant.
- The volume of the financial allocations for each school, while utilizing the donations, grants from individuals, establishment and public beneficiary societies in the society.

## **3- The Teacher:**

The quality of the teaching staff is considered one of the important factors of the public education quality, this can be proved as follows:

- The volume of the teaching staff and their efficiency to the limit which permits to cover all the scholastic curriculums.

- The teaching sufficiency of the teaching staff members by continued training during the service.
- Supply the teacher with the recent technical means.
- The discharge of the teaching staff for scholastic works only.
- Participation of the teaching staff members in the conferences, seminars and courses, on the local and international basis.
- To accurateness in selection the nominees to work in the teaching profession at the different stages of teaching and assisting educational duties in the fields of social service, psychological health, libraries and assisting techniques.
- To concern about the social situation of the teachers, their employment and financial situations which encourage the national individuals to work in the teaching and training jobs as well as treating the causes leading to deviation of Kuwaitis from teaching or leaving outside it.

#### **4- The Learner:**

The learner is considered one of the main process pivots. Here the indexes of development are several, the most prominent are:

##### **a- The percentage of students to the number of teachers:**

The quality of general teaching depends on the ability of the teaching staff in performing their duties in the best standard. This target is suspended upon the total number of teaching staff, its percentage to the number of learners. These percentages should be in acceptable limits and realizes the least possible cost accompanied with the highest efficiency.

This is what the ministry is endeavouring. In this concern a ministerial decision has been published defining the number of students in the classroom as 25.

**b- Cost of Teacher:**

The quality is measured depending on the average of expenditure on each learner. If the expenditure average of a state for each learner more than another country, it is expected to have higher quality. Anyhow it is not accepted to measure the quality of teaching based on the cost of learner only or consider it consequent to the education quality. The cost average of each learner does not guarantee a positive reflection on the input even when proposing its validity to measure the quality of teaching. The investment of costs might be effective investment, it might be said that the cost of education is an important index of the quality, in spite of its importance but it does not work as the only index to measure the quality.

The State of Kuwait, within its concern about the educational work, did not withhold in approving the assigned budgets for the expenditure on the education. This is evidence in the ascending development in the volume of teaching expenditure and the continued increase in it.

The average cost of each learner in the public education in the State of Kuwait is considered high according to the international indexes.

**c- The services provided to the learners:**

One of the important indexes of quality in teaching the services supplied by the ministry to the learners such as the health services, the financial assistance the guidance and conducting.

The following table shows the statistical statements of some of the constituents of the general governmental teaching for the scholastic years from 2000/2001 upto 2002/2003.